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Abstract

Video-stimulated recall is a popular research method in education. During video-stimulated recall, participants watch a video-recording of a specific event in which they were involved, and then discuss their participation in that event. Despite its popularity, this approach raises methodological issues for researchers. This paper investigates some of these issues such as, validity of the accounts and the responses of young children on viewing video-recorded sequences. This paper reports upon a study of young children's interactions in a playground. The interactions of four to six year old children were video-recorded, and extracts from the video-recording shown to the participants, who commented on what they had done. Video-stimulated accounts provided the standpoint of the participants and those matters of interest to them. These accounts were closely examined using a fine grained analytic approach. This study discusses how participants worked toward the construction of events in the video-stimulated interview and presents video-stimulated recall as a useful method when used alongside fine grained analytic approaches.

“Paddy came along and he says ‘Let’s make an ice-cream truck’, and I said, ‘No, it’s a school. I made this idea up’” (Becky, aged four years in a video-stimulated interview).

The use of video stimulated recall is popular in educational research (Allison, 1987, 1990; Calderhead, 1981; Dunkin, Welch, Merritt, Phillips, & Craven, 1998; Gass, 2001; Gass & Mackey, 2000; Keyes, 2000; Stough, 2001). Typically, this approach is used by researchers to discover what is happening within the classroom. For example, two Australian studies by Clarke (2003) and Pirie (1996) explored what primary school children had learnt in mathematics lessons. Using video stimulated recall, Pirie’s (1996) study described how video-recordings of the classroom were watched by the children, and stopped at critical points (selected by the researcher) to ask the participants what they were thinking at that moment. Some ‘giggle time’ allowed the children to overcome embarrassment or amusement before they made comments on each point (Pirie, 1996, p. 3). In Clarke’s (2003) study, the students were asked to comment on events of personal importance. Clarke (2003) asserts that the video-recordings provide specific and immediate stimulus that lead to effective recall by the participants of their feelings and thoughts at the time of the video-recorded event.

Tobin (2005; 1989) used video-recording as a catalyst for discussion in order to gain the perspectives of parents and teachers of preschool settings, rather than as stimulus for recall. In his previous study of preschool in three countries (Tobin et al., 1989), and his current study of immigrant children in early childhood settings in five countries (Tobin, 2005), the replaying of video-recordings of children’s interactions was effective for stimulating discussion and for understanding the perspectives of the parents and children of the preschool community (Tobin, 2005).

Closely related is the use of still photographs of children at preschool to stimulate discussion with young children and increase their involvement in the research process (Christensen & James, 2000; Clark, 2005; Einarsdottir, 2005; Smith, Duncan, & Marshall, 2005). During these studies, individual interviews and

informal conversations were conducted as children looked at photographs of what they had been doing or as children took their own photographs of their activities in the learning setting. These conversations were found to be effective in stimulating reflection from the children about matters in which they were involved.

Despite its popularity, video-stimulated recall generates a number of reservations from researchers. Some of these reservations contain two central issues. The first is methodological in nature, and the second is based upon typical understandings of young children from a developing and incompetent frame.

Methodological issues include skepticism of the methods used to gain self-reports and the validity of self-reports (Pomerantz, 2005). For example, there is a concern that participants, particularly young children, could be influenced by the researcher with the resulting accounts a distortion or a misrepresentation of participant views. Pirie (1996) suggests children might provide, what they perceive to be, the 'right' answer, rather than what is a true version of events. The time lapse between the occurrence and the interview process compounds this issue. For example, Lyle (2003) suggests the time delay and prompts from the researcher affect children's thinking. In other words, a reconstructed version of their thoughts is created rather than finding out what the children were thinking about during the recorded moment (Lyle, 2003).

The situation in which the accounts were produced is not always taken into consideration (Pomerantz, 2005). A talk-in-interaction perspective (Sacks, 1992) views talk as a resource that participants draw upon to manage their interactions with others. When considered from a talk-in-interaction perspective, the video-stimulated interview is itself co-constructed by the participants, the researcher and the children. It is an event occurring within a specific moment in time and therefore is not considered a constant construct. It is influenced by the questions asked and how these are responded to by others. Baker, (1997; 2004) outlines three points in the use of interview: First, an interview is a joint, interactional accomplishment of the participants. The interviewer and interviewee use their local understandings and draw upon what they may consider to be expected codes of behaviour in the interview. Second, the interview becomes a way to understand how participants frame, for the other participants, what can be spoken about, and how these are discussed. Third, the interview is seen primarily as a collection of accounts of participants interacting with each other, rather than a factual report of the participants' thoughts and motives that may or may not have been occurring at the time of the observed video-recording.

The second concern involves the issue of common understandings of young children from a developing and incompetent frame. Typically, young children are thought as not being reliable informants in their own lives. Frequently, the competence of young children comes into question. That children have restricted rights is an observation made by Speier (1973) over three decades ago, yet one that still resonates today. A 'becoming' agenda (Morrow, 2007; Qvortrup, 1994) is a common element of many early years arenas, including research and education. Studies regarding children's social interactions with peers have observed that children lack status in their world, on adult terms. When engaged in the viewing of themselves as interactionalists then, young children's views are often overlooked.

Increasingly, however, the importance of involving the accounts of young children has been emphasised. For example, Thorpe, Tayler, Bridgstock, Grieshaber, Skoien, Danby and Petriwskyj's (2004) study of the views of Preparatory year children, demonstrates children's competence in reporting on their daily

experiences. Thorpe et al (2004) suggest that consulting with young children is critical because it uncovers matters that are important to children, but which may be disregarded by adults. MacNaughton, Hughes and Smith (2007) report on children's involvement in policy formation. Their findings reinforce the growing message about children's capabilities in expressing their views. These studies suggest that children operate with a high level of competence that involves skilful negotiations and shared local understandings.

The Child Rights movements, that have stemmed from the signing of United Nations Convention on the Rights of the Child (UNCRC) (United Nations, 1989), have sought to position children to have a say, and be part of decisions that are made. Alongside, theoretical perspectives view young children as competent interactants and agents in their own lives (Corsaro, 2005; Danby & Farrell, 2004; Hutchby & Moran-Ellis, 1998; Mayall, 2002; Prout & James, 1997; Waksler, 1991). As 'competent informants', children are seen to construct and account for what is taking place in the everyday negotiations of their own worlds (Farrell, Danby, Leiminer, & Powell, 2004, p. 3). If one is to consider children as competent beings, with rights to participate in and have a say over their lives, then the use of video-stimulated accounts is a valid one.

With these issues in mind, this paper shows that video-stimulated accounts are useful when combined with fine grained analysis of data, as they can identify subjects that are of interest and importance to the participants of the video-recording (Pomerantz, 2005). Researchers then have a place from which to start analysis of video-recorded data (Pomerantz, 2005). According to Pomerantz (2005), video-stimulated accounts enable researchers to identify what participants orient to by viewing their interactions with each other. Thus, video-stimulated accounts can 'gain access to the thoughts, feelings, concerns, interpretations, reactions etc.' that were found to be of interest to the participants during the initial event (Pomerantz, 2005, p. 96).

The study

This paper reports upon a study that used children's accounts from video-stimulated recall to gain insight into children's negotiations in the playground. Gaining young children's accounts on the events in which they were involved, illustrates their standpoint as participants (Mayall, 2002), and exemplifies matters that are of interest to them. Video-stimulated accounts of video-recorded extracts enable the researcher to consider to what the children were orienting (Pomerantz, 2005). As well, this paper discusses how the children accounted for complex matters within their social worlds, and manage the accounting others in the video-stimulated interview.

The research site and participants

The research participants were Preparatory (Prep) year children, aged four to six years. The children attended a play-based Prep class at an inner-city government school in South-East Queensland. Prep is a full-time, yet voluntary, program for children in the year before they attend compulsory schooling. The majority of the children were from white middle class backgrounds. The group consisted of 24 children, 18 boys and six girls.

The data collection process

The data collection process took place early in the school year when the classroom rules, procedures and social order were being established. Data were collected in two phases, Phase A and Phase B. Phase A involved video-recording children's day to day interactions within the Prep playground. Phase B involved holding informal interviews with children and the teacher of the Prep class. Extracts of the video-recordings were used to stimulate an interview. The children involved in the video-recording were asked to make comments on what was occurring in these extracts. As well, the teacher was asked to view extracts of the video-recordings and comment on the events. These video-stimulated accounts were audio-recorded.

The study recognised children as competent, social agents and encouraged them to have a participatory role (Danby & Farrell, 2004; James, Jenks, & Prout, 1998; Mayall, 2002; Prout & James, 1997). Children's participation can be seen at a number of levels within this study. The children were asked to indicate their consent or non-consent to participate before the data collection took place (Danby & Farrell, 2004). Children did this by marking a happy or sad face after the study was explained to them by the researcher. Children's ongoing consent was gained during the course of video-recording and interviewing, by asking for example, 'Is it okay for me to watch you with my camera?' and 'Are you happy to talk with me about what you are doing in the video?'. As well, Phase B of the data collection method enabled children to take on a participatory role as they gave their account of their experiences in the video-recorded extracts.

Data Analysis

In a video-stimulated interview held with a small group of children, an episode of interaction in which the children discussed 'whose idea' would be used for the game was shown. After I, as researcher, open with, *Well, what's happening?*, the topic 'idea' is introduced by one of the children, Paddy. This topic is quickly established as the main topic around which the children centre their conversation. In the five-minute conversation that follows, Paddy, Becky and Jack, bid for ownership of the ideas presented in the video-recorded interaction. Whose 'idea' remains the central topic for the audio-recorded session. According to Pomerantz (2005), attending to what participants orient to in their video-stimulated accounts helps the researcher to identify subjects of interest and importance to the participants of the video-recording. The topic 'idea' is paramount to Paddy, Becky and Jack's agenda during the video-stimulated interview. 'Whose idea' became the main focus for the analysis of the video-recorded interaction.

The next section of this paper first presents analysis of the extracts from the initial video-recorded interaction (Phase A). This analysis is informed by close examination of the children's accounts from the video-stimulated interview (Phase B). Second, the children's accounts of the video-stimulated interview (Phase B) are explicated to show how the participants work to construct and frame the video-stimulated interview. For example, at particular points during the interview, participants diverged from the actual events in the video-recording or drew attention to issues within the interaction and, in so doing, were successful in orienting the researcher to other matters.

Phase A: Video-recorded extracts of interaction in the playground

Setting the Scene: A dispute over ‘whose idea’ – The Ice-cream Truck

It is the beginning of outdoor time, a time during which the Prep children go into the playground and choose from items and activities to create their own games. Items such as balls, hoops, material, cushions and buckets, are wheeled out on trolleys from the shed, by the designated daily outdoor helpers (two of the children). The children select items from these trolleys to use in their games. Meanwhile, the teacher stands back and observes from afar as the children make decisions about what they will use, who they will play with, where and how they will use the items. As they interact, the teacher moves around the groups of children observing and asking questions about their games. In this episode, Paddy and Becky are on top of the stairs that lead to the bottom part of the playground. They have chosen plastic cones (witches hats), a large tunnel and some tennis balls.



Figure 1: Setting up - Paddy (left) and Becky (right) place cones in a line.

Paddy and Becky take the cones and place them in a line along the top of the stairs. As they take turns to lay out the cones, they appear to be working in unison. Paddy places the tennis balls on top of the cones. He announces these are ice-cream cones and he has made an ice-cream truck. Becky's response is not audible. Gathering the other items, Becky tries to open the tunnel. Paddy helps her; however, they are unable to untie it. Becky takes the tunnel to the teacher for help.

While Becky is gone, Paddy continues to move on with the idea of the ice cream cones, calling loudly, *Wh-want the ice-cream cone? They are ice-cream cones. Th-th these are ice-cream cones. Ice-cream cones, pick your ice-cream cones.* On Becky's return, Paddy repeats his idea to her. Paddy's talk here 'maps' out to Becky the game he has established while she was gone (Sacks, 1992, p. 490). In so doing, Paddy here lays claim to the game he has made. His actions here indicate he is seeking alignment for his idea from a third party (Maynard, 1985).

It is at this point a key understanding about ideas in a game can be observed. Ideas for a game can be thought of as 'possessables' (Sacks, 1992, p. 607). When thinking about possessables in relation to the children's video-recorded interaction, when a member possesses this idea and claims ownership of the idea of the game this can be seen as a significant claim to possession.

Please Note: In the following extracts, punctuation marks depict the characteristics of speech production, not the conventions of grammar. Please refer to Appendix A for notes on transcription.

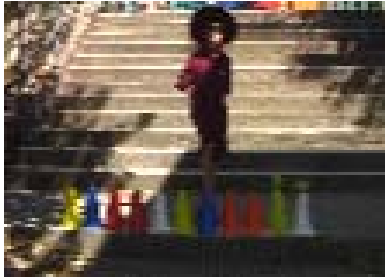


Figure 2: This is the ice-cream truck
(Paddy calls out)

Extract 1: 'This is a ice-cream truck'

- 39 Paddy: An This is a ice-cream trucks ((drag tunnel across to
40 →Becky: This is a school ((continue to drag tunnel with Paddy,
41 down the stairs; Matt looks on)
42 →Becky: No it's the scho:ol. (.) that's the way down ((points
43 down the stairs
44 Becky: This is (.) This is the ramp (.) put balls there

By outlining the game, Paddy lays claim to ownership of the game. The notion of the 'next expectable event' that is to follow arises (Sacks, 1992, p. 497). It follows that the next expectable event would be that Becky becomes a player in that game.

Becky takes up this claim of idea for the game and replies with a change in topic; *this is a school* (line 39). In Becky's turns (lines 42 – 44), she recycles her position and her idea for the game at hand, *No It's the school that's the way down, This is the ramp put balls there* (lines 42-44). In so doing, this exchange becomes a dispute. The dispute is advanced as Becky's change in idea for the game is met with opposition from Paddy.



Figure 3: This is the ice-cream truck
(Paddy points)

Extract 2: 'But I made this up'

- 46 Becky: Yes
47 Paddy: This is the ice-cream truck
48 Becky: no:?
49 Paddy: tis
50 Becky: No
51 →Paddy: No-no-but-no-no [but I] ((points to Becky))
52 →Becky: [But I] made this up ((raises hands
53 and places them apart))
54 →Paddy: Either I put those ba:lls on so I: (.) <made those up>

Paddy recycles his position on the idea for the game, repeating, *this is the ice-cream truck* (line 47). Becky's disagrees with an elongated, *no* (line 48). Paddy continues to hold his position in the dispute replying simply, *tis* (line 49). Becky responds again, this time emphasising the *no* (line 50).

Becky overlaps her next talk with Paddy, and uses his own words. Her following statement, *But I made this up* (line 52), is a bid for first ownership of the idea. It provides further justification for her position in the dispute. Paddy takes up Becky's line of arguing in the next turn and uses it to formulate his own argument and justification, *Either I put those ba:lls on so I made those up* (line 54). His turn is framed in the same way as Becky. He refers to the balls which he set out in the opening set up sequence, and provides these as evidence for his ownership of the game. What follows is Becky's continued line of argument in this dispute over topic and ownership of the game, *Yeah I made this whole thing up* (line 55)



Figure 4: I made this whole thing up
(Becky points to all items)

Extract 3: 'I made this whole thing up'

- 55 →Becky: Yeah I made this whole thing up? ((stands next to the
56 items; spreads arm around pointing to all items))
57 →Paddy: But-but I made the tunnel up too? (0.2) but-but I had
58 these before you. ((points)) (0.4) That's my idea(.) too
59 so

Becky's argument and claim to ownership has been upsized. Now, as well as the tunnel being her idea, Becky claims that the entire game is her idea.

Paddy makes a counter argument (lines 58-59) that is more extreme than Becky's claim of ownership of the *whole thing* (line 55). He draws on ownership of the idea, *That's my idea too so* (lines 58-59). By claiming ownership of the idea, he makes claim to making the idea up, as well as having the equipment first, which can be seen to match Becky's assertion of making *the whole thing up* (line 55).

At this point, Jack interrupts the dispute by asking for balls to use for his game.



Figure 5: Can I have a tennis ball?
(Jack approaches)

Extract 4: 'Can I have a tennis ball?'

60 →Jack: Can I have a tennis ball? ((Jack runs up stairs and
 61 comes over next to Becky; Becky takes balls))
 62 Paddy: Wh::y?-
 63 Jack: Oh please? ((looks up fists clenched by side))
 64 Paddy: ((shakes head))
 65 Becky: How about we get two
 66 →Paddy: Wh:y. ((Becky gives balls to Paddy; Paddy stands tapping
 67 balls together))
 68 Jack: Paddy you're not allo:wed to ((Jack approaches Paddy))
 69 Paddy: But-but-but
 70 →Jack: If you made (.) mine ((Paddy hands Jack one ball))
 71 →Paddy: It's a bowling? thing. ((cranky sounding voice))
 72 →Becky: Well this is my school ((Becky kicks tunnel away and
 73 moves away))

With the arrival of a new member, Paddy and Becky initially align with each other, and both resist giving Jack any balls. A moment ago Paddy and Becky were in dispute, and now, the arrival of a third party means the group must realign. Jack say, *if you made mine* (line 70), which suggests that he has an idea for the game. Paddy's next move, however, suggests a possibly different alignment now taking place. He takes this opportunity to change the topic or idea for the game, *It's a bowling? thing* (line 71). This change of topic from truck to bowling could be interpreted as mediating with the new member, Jack, to find a possibly agreed upon topic for the game. Becky then recycles her idea for the game; *well this is my school* (line 72). She sees her position weakened by this new alignment of Paddy and Jack. She kicks at the tunnel and walks away in a display of defeat (lines 72-73).

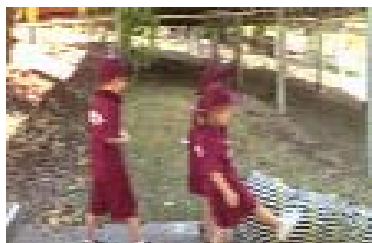


Figure 6: Becky kicks the tunnel



Figure 7: How about we do this?
(Jack moves tunnel down stairs)

Extract 5: 'How about we do this?'

74 →Jack: No? how about-how about? we (.) do this. (.) NATHAN I'VE
 75 GOT A GOOD IDEA WHAT WE COULD DO WITH THE ROLLING BALL
 76 ((Jack looks down hill toward Nathan))
 77 ((Jack moves tunnel down stairs; Becky returns moves
 78 over to Jack))
 79 Paddy: oh ye?::ah.
 80 Paddy: and and=
 81 Jack: =and it goes down there ((Jack rolls ball through

82 tunnel))
 83 Paddy: Ye?::ah.
 84 Jack: Yeah
 85 Paddy: I got an idea And I've got another idea
 86 Jack: What?
 87 Paddy: I'll put these on the side so it won't fall off?
 88 Jack: Ye:ah

Jack takes this moment of weakening in the alignment of Paddy and Becky to put forward his idea. He gains the attention of Paddy and Becky by saying, *No how about-how about? we do this* (line 74). At this point, Jack offers an alternate suggestion of what to play, *I've got a good idea what we could do with the rolling ball, it goes down there* (lines 74-75, line 81). Jack has chosen a point in time when two parties are in dispute to change the topic and offer his own idea for a game.

Understanding what happened in the video-recorded extract provides a context for the next phase of data analysis when the three participants in the game, Paddy, Becky and Jack, watched the extracts from the video-recording and commented on it. The video-stimulated accounts of Phase B were used to inform the analysis presented here in Phase A.

Phase B: Accounting for sensitive issues in the video-stimulated interview

In Phase B, the participants in the game, Paddy, Becky and Jack, watched an extract from the video-recorded episode of interaction. I encouraged an informal interview to gain the children's accounts of the events of the video-recording. This section presents five accounts of the children as they watched the video-recorded extracts linked with the analysis in Phase A. Examination of these accounts show the children's specific orientation to the topic of ideas for the game. As well, it is evident that 'whose idea' is used for the game, is the subject of contestation among the children. This contestation highlights the intricate negotiation and realignments within the children's social interactions.

When the children's accounts in Phase B and the actual events of Phase A are examined, discrepancies in reporting are apparent. In particular points in Phase B are found to include careful reporting on the video-recorded events in Phase A. These points are Accounts one and two, when Paddy strategically reports on the events in the video-recorded extract; Account four, when Becky suggests that Paddy did not play as he indicates; and Account three and five, when Jack's idea is oriented to by Paddy. These points indicate to me that these are critical points in time within the video-recorded interaction, Phase A. These particular points are worthy of closer investigation.

[Video plays]

Account 1: 'We're talking': Paddy sets the agenda

1 Maryanne: Oh what's happening?
 2 Paddy: That was just me and Becky os-we both are talhh-
 3 weumbboth are tahh-aahhh, I?
 4 Maryanne: You were talking?
 5 →Paddy: That was my idea because I didn'twanna to have
 6 this idea then then I took it then Becky wanted me
 7 to do it. So dhen I did it, and I made those
 8 balls swings so I-then I made dhem-this (.) what-
 9 I-dh-u

Paddy's opening remarks in the video-stimulated interview can be seen as a 'commentary' on the discussion between Becky and himself in the video-recording (Pomerantz, 2005, p. 104). Paddy refers to the topic of whose idea it was for the game. Paddy provides a justification for why they played the game, *the Ice-cream Truck*. First, he did not want to have this idea, and second, Becky wanted him to do that idea. In this account, Paddy is validating his actions as observed in the video-recording.

As can be seen in Phase A, Extract two, this exchange of ideas between Becky and Paddy is actually a dispute. Paddy, however, describes this interaction as, *that was jus me an Becky os-we both are talkhh-we-umboth are ta:hh-aahh* (lines 2-3) which is understood to mean *talking*. The use of *jus(just)* (line 2) downplays the interaction. Paddy presents his exchange with Becky, not as a dispute but as though he was carrying out a common everyday event, such as talking.

Account 2: 'It was Becky's idea': Paddy names Becky as owner of idea

- 10 Maryanne: So it was your idea, then what happened?
 11 →Paddy: It was Becky's idea.
 12 Maryanne: Becky had an idea, and then what happened?
 13 →Paddy: Then we just made it like that.

Paddy now names Becky as the owner of the idea for the game. He implies that he acted in a reasonable manner by following Becky's idea. Paddy says, *we just made it like that* (line 13). Paddy puts forward actions that can be viewed as 'friendly', 'fair' and as accommodating Becky's wishes. In so doing, Paddy's description works to place him in the category of 'good classroom member'.

However, the video-recording shows that Becky's idea was not followed. It became a point of contestation between the children. To me as researcher, Paddy's accounting, and divergence from the events in the video-recording provides evidence to suggest that this is an important point of the video-recording and one that warrants closer investigation. As we can see in Phase A, this exchange of ideas between Becky and Paddy was actually a dispute.

Account 3: 'I did this new idea – Jack': Paddy introduces Jack

- 14 Maryanne: You did Becky's idea did you, how did you decide-
 15 →Paddy: Then I did this new idea – Jack
 16 Maryanne: Jack, oh you had another idea, what was your idea
 17 Jack?
 18 Jack: Well we have the line of witches hats at the side.
 19 At the side we have bowling of the tunnel, and
 20 then at the front of the tunnel we have just one
 21 witches hat. We hit it off and then it goes down
 22 the tunnel.

Following my comment *you did Becky's idea did you, how did you decide-* (line 14), Paddy interrupts my talk and introduces Jack into the interview, *saying then I did this new idea – Jack* (line 15). Paddy strategically does not respond to my question, but introduces a new participant, Jack. I am now oriented to Jack's position within the game, *what was your idea Jack?* (line 16-17). In so doing, Paddy has successfully glossed over the occurrence of the dispute between himself and Becky and I have fallen for this divergence.

Account 4: 'I had my idea first': Becky orients to the dispute

- 23 →Maryanne: How did you decide to change what you were doing?
24 →Becky: I had my idea first.
25 Maryanne: You had an idea first. What was your idea?
26 Becky: I think I would make it a school.
27 Maryanne: And you were going to make it a school.
28 →Becky: But then Paddy came along and he says let's make
29 an ice-cream truck, and I said no, it's a school.
30 I made this idea up.

Now oriented to Jack's idea, I move the conversation on and focus on the change from Paddy's idea to Jack's idea saying, *How did you decide to change what you were doing?* (line 23). However, at this point, Becky speaks for the first time (line 24). Her explanation highlights that Paddy has misrepresented the events. She implies that what Paddy just said was incorrect. She says, *he says let's make an ice-cream truck, and I said no, it's a school. I made this idea up* (lines 28-30). In this commentary, Becky makes it clear to everyone in the interview that, contrary to what he just indicated, Paddy did not let her make it a school. By outlining her version of events, Becky successfully orients me back to the trouble she sees in the interaction between herself and Paddy. This provides me with evidence that this is another point of interest within the video-recorded extract (Phase A) that could be more closely examined.

Account 5: 'Jack came': Jack's idea is oriented to by Paddy once again

- 31 Maryanne: Oh, and what happened then? How did you work it
32 out?
33 →Paddy: Jack came.
34 Maryanne: Jack came along.
35 Paddy: Yeah changed the game.
36 →Maryanne: And you went on for his game did you?
37 Paddy: and played it

I next ask how they worked out their problem. At this point, Paddy moves the conversation on, saying, *Jack came* (line 33) which takes away the focus from the dispute between Becky and Paddy and brings attention back to Jack's idea.

Observing the way Jack's idea was oriented to in this video-stimulated account indicates to me that this may be a crucial point in time in the original interaction (Phase A). Following my question *and you went on for his game did you?* (line 36), Paddy confirms they played Jack's game. When examining the original video-recorded extract (Phase A), Jack's arrival is fundamental in pausing the dispute between Becky and Paddy. It was a strategic move for Jack to present a new idea at that point in time, because it was a time when the social order of the group was being negotiated. However, in this interview, Jack chooses not to discuss his entry and I ask another child a question which closes this line of discussion.

Accounting for interactional matters

Accounting on events has many purposes for participants (Sacks, 1992). In the giving of an account, participants account for how they perceive an activity. In so doing, several versions can be gained from accounting on the same interactional event as it is dependent on who is accounting. These accounts showed divergence and contestation by the children on the events of the video-recording. One way to interpret this divergence is to suggest that the children lacked competence or the

ability to recall the events correctly. An interpretation of this kind is typical when children are considered from a developing frame. Often, children are seen as incapable to accurately report on the happenings of the world (Farrell et al., 2004). Young children are thought as not being reliable informants on their own lives (Farrell et al., 2004).

The aim of this analysis, however, has not been to compare the accounts presented here with the actual event that occurred. This analysis has not had the intent of uncovering truths or testing the recall of the participants. An analytic approach of this kind assumes that the participants' accounts were given in a 'social vacuum' (Antaki, 1988, p. 72). In other words, the social situation and interaction between participants in the interview in which the accounts were produced is not taken into consideration (Pomerantz, 2005). Rather, this analysis gave a closer reading to the social interactions of the participants in the video-stimulated interview using a talk-in-interaction perspective (Sacks, 1992). The accounts produced from the video-stimulated interview were understood to be accounts from the joint interaction of the participants (Baker, 1997, 2004). The interview was itself co-constructed by the participants, myself the researcher and the children. The interview was influenced by the questions asked and how these were responded to by others.

This analysis makes evident how a small group of children strategically accounted for interactional matters in front of their peers and an adult. This is seen in how they managed the interaction at hand, within the context of an interview. Within the interview, the participants (Paddy, Becky and Jack) employed their accounts as interactional resources to present themselves in a particular way to their peers and to manage the reporting of the events by others. Each account influenced the trajectory of the next social interaction.

This consideration assists in identifying critical moments in the original video-recorded event. As discussed, the analysis of the video-stimulated accounts in Phase B highlighted points that display the participants' accounting of the video-recorded events in Phase A. These points are in Accounts one and two, when Paddy carefully reports the events in the video-recorded extract; in Account four, when Becky suggests that Paddy did not play as he indicates; and in Account three and five when Jack's idea is oriented to by Paddy. Closer examination of the video-recorded interactions revealed points in time when the children were involved in complex negotiation of their social order. This involves aligning and re-aligning with others in order to organize their own social agenda.

The children used their comments in the video-stimulated interview to do the work of accounting for their actions. In so doing, the account can be seen to be carrying out interactional 'work' (Silverman, 1987, p. 240). A question to ask here then is, 'what work is the account doing?'. This analysis has shown that the accounts draw the other participants of the interview, including myself, away from events that may be a source of interactional trouble and toward other happenings (Gill, 1998). The accounts can be treated as strategic 'conversational devices' (Gill, 1998, p. 344). By asking, 'what do they (the participants) achieve socially in this interaction?' it is clear that the accounts display the children's direction toward the contestation of their social rights as they interact with one another.

It is clear that a sensitive matter is problematic for account for in front of others. This paper makes obvious how participants account for their actions in front of others. The interview is a way to understand how participants frame and construct how and what can be spoken about (Baker, 1997, 2004). Some matters may be deemed, by the participants, inappropriate matters for discussion in a group context.

For example, the original video-recorded interaction showed Paddy and Becky in dispute over ownership of the game. As discussed, Paddy's account on this dispute was that it was an everyday, ordinary event of talking. In so doing, Paddy successfully moved my attention away from this dispute as he introduced Jack into the interview. This description enabled the events that followed to be viewed as something extraordinary. In so doing, Paddy successfully moved my attention away from this dispute as he introduced Jack into the interview (Phase B, Account 3).

Disputes between children typically are seen by adults as not favourable. When children are in the presence of an adult, certain behaviours may be understood as inappropriate to draw attention to due to the possible consequences of these behaviours. Being involved in a dispute may be seen as unsuitable behaviour for a classroom member. Paddy, as a participant of the dispute, may have drawn attention away from his dispute with Becky in front of me, because of how this may implicate his behaviours to an adult. My role in the context of the Prep class is unclear. I am not a teacher, yet as an adult I am in a position of authority.

Conclusion

The value of including video-stimulated accounts in research with young children is demonstrated in this paper. Examination of the video-stimulated accounts brings us closer to the children's standpoint. By following these points of interest, I was provided with a starting place for detailed analysis. A closer reading revealed that complex matters are at play. For example, 'whose idea' will be used for the game, was the subject of contestation among the children. Intricate negotiation and realignments within the children's social interactions were evident in these accounts. 'Whose idea' was oriented to by the children in their video-stimulated accounts. This topic proved to be significant for the fine grained analysis of the original video-recorded interaction. This analysis showed that an idea is used as a 'possessable' entity (Sacks, 1992, p. 608), and this is an essential consideration within the establishment of children's everyday encounters in their social worlds of the playground. Within this arena, materials, places and items to be used are seen to be 'anybody's'. With most items within the Prep environment to be shared, the children's own intellectual property, their 'ideas', become a valuable commodity to children. Besides their uniform, lunchbox and bag, their 'ideas' are the virtually the only things they can claim to 'own'.

Some methodological issues arise from video-stimulated recall with young children. These include issues to do with assumptions associated with interviewing, and common beliefs about young children viewing themselves interacting with their peers in video-recorded sequences. Video-stimulated accounts provide the standpoint of the participants and those matters of interest to them. Using a talk-in-interaction approach, this paper exposed how participants worked toward the construction of events in the video-stimulated interview. When the video-stimulated interview is treated as a jointly constructed set of interactions, video-stimulated accounts were shown to be quite revealing. It is what was said, and also what was strategically avoided or glossed over, that provided me with evidence of an interesting point from which to start more detailed analysis. In so doing, video-stimulated recall presents as a useful method when combined with fine grained analytic approaches. Attending to what participants orient to in their video-stimulated accounts helped me, as researcher, to identify subjects of interest to the participants and view more closely the complex matters involved in the organisation of children's social worlds.

From this investigation, potential studies are opened up for researchers to do with the use of video-stimulated accounts. Some questions raised are associated with how participants work to construct video-stimulated accounts and how reports are made in the presence of others. Follow up investigations might include, for example, what topics are permissible for discussion? How do participants 'do' reports? and How do participants of different groups or categories, for example gender or family, report on events and practical matters of their social worlds?

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APPENDIX A

TRANSCRIPTION SYSTEM

Conversational data in the video-recorded extracts of Phase A was transcribed using the system developed by Gail Jefferson and described in Psathas (1995). The following notational features were used in the transcript for Phase A.

The following punctuation marks depict the characteristics of speech production, not the conventions of grammar.

(Please note, these are for Phase A only. The audio-recorded accounts of Phase B were transcribed using punctuation marks for the conventions of grammar.)

did.	a full stop indicates a stopping fall in tone
here,	a comma indicates a continuing intonation
hey?	a question mark indicates a rising intonation
together!	an exclamation mark indicates an animated tone
<u>you</u>	underline indicates emphasis
()	the talk is not audible
(house)	transcriber's guess for the talk
(0.3)	number in second and tenths of a second indicates the length of an interval
So::rry	colon represents a sound stretch
Dr-dirt	a single dash indicates a noticeable cut off of the prior word or sound
hhh	indicates an out-breath
.hhh	a dot prior to h indicates an in-breath
[indicates overlapped speech
((walking))	annotation of non-verbal activity
=	break and subsequent continuation of a single utterance or no interval between turns
((angry))	indicates a change in normal speech production and the description of it
< >	speech is delivered slower
> <	speech is delivered faster